

TRANSLATION IN THE EDUCATIONAL PROCESS  
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TEXT FOR GOVERNMENTAL STAKEHOLDERS

The ever accelerating interaction among cultures and economies in our globalized world has increased the need for translation exponentially. We ignore that need at our peril. It is therefore imperative that translation be given a central position in the educational process. The translator is a scholar, the translator is a writer, the translator is a mediator; the translator preserves linguistic diversity by enabling people to continue to express themselves in their own language while reaching broad audiences. Thanks to the translator we gain access to information, ideas, and works of art that would otherwise be closed to us. We therefore call upon educational policy makers to recognize the value of translation and to give it the place in the curriculum it deserves. To that end we make the following recommendations:

1. That educational institutions establish relationships with relevant cultural institutions such as local cultural centers, international cultural institutes, and translation centers as well as public libraries, private book groups, Internet groups and the like.
  - These relationships allow specialists to share their expertise and thus encourage the reading of translated literature beyond the school years.
2. That literature in translation be introduced into primary- and secondary-school literature anthologies and into courses training primary- and secondary-school teachers to teach literature.
  - Foreign cultures come alive in the literature of their countries of origin. Not only literature textbooks but textbooks of history and geography can benefit from the inclusion of works of translated literature.
3. That translation figure in the university curriculum at both the undergraduate and postgraduate levels.
  - Courses in translation will profit students in numerous ways: they will make them more conscious and hence more skillful writers of their native tongue; they will stimulate them to enroll in advanced language courses and increase their facility in the language; they will promote the development of close reading and literary analysis.
4. That the university recognize the translation of literary and academic works as scholarship and evaluate it as such.
  - Every translation is an interpretation and requires the same powers of research and analysis as the most rigorous scholarship. The result enriches society culturally as well as intellectually.
5. That instructors teaching courses in which students read foreign authors in translation highlight the fact that the works have been translated.
  - Students need to be made aware of the cultural and linguistic diversity underlying the texts they study.